The Timeline Project

**Rationale for the Timeline**

A timeline can be useful in an English classroom to give context to the texts being discussed and, in some cases, to outline the events in the text as well. The timeline provides a great tool for visual learners and can act as a review tool. It gives the teacher another way to spark classroom discussion about topics and events they wish to address that may affect the study of the texts. Finally, it can be a way to engage students in classroom discussion by encouraging them to contribute artifacts of their own interest to the timeline.

**Creating the Timeline**

Designate one of the walls/corkboards in your room for use for the Timeline. Create a title for your Timeline and subtitles for different time periods within the Timeline. The timeline can be divided into sections of the text as done below or into whatever subsections you feel are important (you may not want to use subtitles at all). Stretch a ribbon from one end of the wall to the other to create your line. When you are complete the timeline should look something like the one below.

*Romeo and Juliet*

Act I Act II Act V

Act II Act IV

**Using the Timeline**

The teacher should model for the class by contributing the first artefacts to the Timeline but the timeline should be a class project and students should be encouraged to include artefacts of their own interest or that they think are relevant to the timeline and the text. Suitable artefacts include pictures of photographs, paintings, monuments and statues or newspaper clippings, headlines, and cartoons or other forms of primary documents like speeches, diary entries, and letters. The Timeline can also be used as part of assignments and students can be required to produce (either find or create) an artefact to represent their assignment on the timeline.